

2 1 Full service school

6/2018; 5/2017

2 2 Special schools as resource centres

6/2018; 5/2017

2 3 Mainstream schools

6/2018; 5/2017; 11/2016

2 4 School Based Support Team

6/2018; 5/2017

2 5 Universal Design for Learning

6/2018; 5/2017; 11/2016

2 6 Learning Support

6/2018; 11/2017; 5/2017; 6/2012

3 1 Defining the concept “barriers to learning”

6/2018; 11/2017; 5/2017; 11/2016

2 2 Collaboration

11/2017

2 3 Integration

11/2017

2 4 District-based support team

11/2017; 11/2016

2 5 Inclusion

11/2017

2.1. Individual support Plan

11/2016

2 4 Early identification

11/2016

List **four** aspects of the curriculum that you consider to be important in your **planning** of the learning support programme in your phase of specialisation (2)

6/2012

List **four** of the identification procedures (techniques) from which you as a teacher can select those that are applicable to your early identification of learners who experience barriers to learning in your phase of specialisation (2)

6/2012

According to the Report of the National Commission on Special Needs in Education and the National Committee on Educational Support Service, most of our learners in schools experience barriers to learning. These barriers can result from either extrinsic, intrinsic or a combination of both factors. Do you agree with the above-mentioned statement? Discuss this statement by

3 1 Identifying factors that create extrinsic barriers to learning as identified in this Report (8)

6/2018; 5/2017; 11/2016

Changing attitudes, behaviour, teaching methods are some of the strategies used to ensure access of curriculum for all learners in schools. Do you agree with this statement? Discuss this statement by

4 1 Describing principles of inclusive education as highlighted in Education White Paper 6 (DoE, 2001) (7)

5/2018; 11/2017; 5/2017

4 2 Differentiating between mainstreaming and Inclusion (6)

5/2018; 5/2017

5 2 One of the effects of the disintegration of family life is child abuse. Briefly discuss three factors that can cause or result in child abuse (9)

5/2018

Legal considerations are critical in ensuring a barrier-free education. Elaborate on this statement by briefly discussing the following

6 1 Right to basic education (5)

6 2 Right to equality (5)

6 3 The South African School Act 84 of 1996 in terms of the following

6 3 1 admission and placement of learners in schools (5)

6 3 2 teacher and learner absence as a barrier to teaching and learning (5)

5/2018

Effective implementation of Inclusive education is ensuring that each learner is provided with the support they need. In view of this statement, briefly discuss the core functions of the following teams in schools

7 1 School Based Support Team (5)

7 2 District Based Support Team (5)

[10]

5/2018; 5/2017

4. 2. Differentiating between the medical deficit model and the social model (6)

11/2017

6 1 Discuss the role of the district-based support team in supporting teaching and learning in schools (10)

11/2017

6 2 List 10 common types of child abuse in the South African context (10)

11/2017

3 1 Inclusive education is an educational practice that focuses ONLY on addressing the learning needs of children with disabilities. Do you agree with the above-mentioned statement? Elaborate on your answer by:

3.1 1. describing the concept "Inclusive education" (3)

3 1 2 listing seven principles of Inclusive education. (7)

11/2016

5 1 Effective implementation of Inclusive education requires various strategies as well as strong collaboration of various structures. Discuss briefly the core functions of the following

5 1 1 School Based Support Team (5)

5.1 2 District Based Support Team (5)

5 1.3. Special School as Resource Centre (5)

5 1 4 Full service school (5)

[20]

10/2016

2 1 Special schools can become a great resource to the neighboring schools. Discuss this idea as first expressed in Education White Paper #6. Give examples. (10)

6/2016; 10/2014; 6/2014; 11/2013

2 2 Curriculum adaptation has many advantages in a classroom. Discuss this concept. Give examples. (10)

6/2016; 10/2014; 6/2014; 11/2014

2.3 Discuss the factors that led and influenced the move towards inclusive education. Please discuss ten. One fact per paragraph. (10)

6/2016; 5/2013

2 4 Discuss the core functions of the District Based Support Teams (DBST) Please discuss **ten** facts **One** fact per paragraph (10)

6/2016

3.1 You have a learner with low vision in your class Discuss how you would address the challenge of visual barrier experienced by this learner Give examples (10)

6/2016

3 3 The principal is key to creating an inclusive environment at the school Discuss this statement giving examples. (10)

6/2016; 4/2014; 11/2013

3 4 Is inclusive education justifiable? If you answer "yes", give **five** reasons for your answer. If you answer "no", give **five** reasons for your answer (10)

6/2016; 11/2014;

1.1 Discuss the characteristics and the role of a full-service school as outlined by the Education White Paper 6 Please discuss **ten (10)** facts (10)

11/2015

1 3 You are a teacher at a school where the principal and the staff have a negative attitude towards learners who are experiencing barriers to learning How are you going to change their perception and attitudes towards those learners? Please discuss **ten (10)** facts (10)

11/2015; 5/2013

1 4 Discuss how a parent can become a resource to a teacher at a special school or full-service school Please discuss **five (5)** facts (5)

11/2015; 5/2015; 10/2014; 6/2014;

2 2 Discuss the factors that led and influenced the move towards inclusive education Please discuss **ten (10)** facts in ten paragraphs where each paragraphs discusses one (1) fact (10)

5/2015

2 4 Discuss briefly the core functions of the school Based Support Teams, also known as institutional-based support team (ILST) Please give **five (5)** facts in paragraphs, where each paragraph discusses one (1) fact (5)

5/2015; 10/2014;

3 1 Discuss the characteristics and the role of a full-service school as outlined by the Education White Paper 6 Please give ten facts in paragraphs, where each paragraph discusses one (1) fact.

(10)

5/2015

3.2 Choose any intrinsic (internal) barrier and discuss its limitations showing that if you were a teacher and have a learner with such intrinsic (internal) barrier in your class, how you would address the challenges of the learning barriers experienced by this learner. Please give ten (10) facts in paragraphs, where each paragraph discusses one (1) fact

5/2015; 11/2014

3.3 You are a teacher at a school where the principal and the staff have a negative attitude towards learners who are experiencing barriers to learning How are you going to change their perception and attitudes towards those learners? Please give ten (10) facts in paragraphs, where each paragraph discusses one (1) fact

(10)

5/2015

The teacher is the key to creating an inclusive environment in a class Discuss this statement (5)

10/2014; 6/2014; 11/2013

Discuss the characteristics of a full-service school. (5)

10/2014

2 3 Discuss the core functions of the District Based Support Teams (DBST) Please discuss ten (10) facts where each paragraph discusses one (1) fact

5/2015

Discuss the similarities and differences between a special school and a full-service school (10)

6/2014; 11/2013

4 5 A parent can be resourceful to the teacher Discuss this statement giving examples (10)

11/2013

Without realising it, teachers and adults can be barriers to learning when they do not have the knowledge, skills and attitudes to work with learners with diverse needs in their classrooms How can you motivate and encourage teachers and adults to accommodate learners who are experiencing barriers to learning? (10)

6/2013;

Briefly discuss, with the aid of examples the core functions of the District Based Support Teams (DBST) and the Institutional Level Support Teams (ILST)

(10)

6/2013;

List **five implications** of inclusive education and discuss the challenges to the teacher as a supporter of learners who experience barriers to learning in your phase of specialisation (10)

6/2013;

4 4 Briefly discuss how inadequately and inappropriately trained education managers and educators can be a barrier to the implementation of Inclusive Education (10)

5/2013;

4 5 List three reasons why **parental/caregiver empowerment** is important and discuss three ways of involving the parents/caregivers of learners who experience barriers to learning in your phase of specialisation (10)

5/2013;

4 6 Discuss the central findings of the NCSNET and NCESS report (10)

5/2013

3 1 Indicate your phase of specialisation
Briefly discuss the misconceptions within communities about HIV and AIDS (10)

6/2012;

3 2 How would you adjust your educational practices to accommodate the needs of a learner affected by HIV and AIDS? Discuss (10)

6/2012

3 3 Critically discuss **FIVE (5)** implications of Inclusive Early Childhood Education **OR** the Inclusive Education approach in "ordinary" schools (5)

6/2012

Discuss the importance of the teacher's task and responsibilities in terms of the challenges of preventing and addressing barriers to learning in your phase of specialisation (10)

6/2012

Discuss, with the aid of examples, **SIX** adapted strategies for the entire class to accommodate learners who experience barriers to learning in your phase of specialisation (6)

6/2012

Discuss **one** of the following adapted assessment techniques to assess learners who experience barriers to learning and indicate the advantages and disadvantages of these techniques (keep your phase of specialisation in mind)

5 2 1 Formal observation

5 2 2 Keeping a portfolio

5 2 3 Interviews

(8)

6/2012

5 1 Bronfenbrenner's ecological model is regarded as a useful tool in the implementation of Inclusive Education Discuss the macrosystem, exosystem, mesosystem and microsystem of this model and also provide 2 examples of each system (16)

*5/2018; 5/2017; 11/2016

According to SACE's Code of Professional Ethics, there are a number of expectations in as far as teachers behave towards their learners Briefly discuss 10 of these expectations

[20]

11/2017

3 2 Explain why Bronfenbrenner's ecological model is regarded as a useful tool in the implementation of Inclusive education Refer to any six different systems of the model and give 2 examples of each system – one with a positive and one with a negative influence on the learner's development, participation and learning [18]

*11/2016

3 2 Discuss the education support structure and its relationship at various levels, namely national, district, school and classroom Give examples

(20)

6/2016; 6/2014; ,

1 2 Choose any intrinsic (internal) barrier and discuss its limitations showing that if you were a teacher and have a learner with such intrinsic (internal) barrier in your class, how you would deal with the challenges of the learning barriers experienced by this learner Please discuss **ten (10)** facts

(20)

11/2015; 10/2014;

Legal consideration is one of the key issues in ensuring barrier-free education Elaborate on this statement by discussing the following

6 1 Right to basic education (5)

6 2 Right to equality (5)

6 3 The South African School Act 84 of 1996 in terms of

6 3 1 Admission and placement of learners in schools (5)

6 3 2 Continuous absence of the teacher as a barrier to teaching and learning (5)

6 4 Discuss three factors that can result in child abuse (9)

[29]

6/2017

4 1. Child abuse is one of the aspects that is increasing at an alarming rate in several countries. It is important for teachers to be aware of different types of child abuse in order to ensure their safety and their effective learning in schools.

4 1 1 Mention signs that can alert you that a child has been abused (7)

4 1.2. Explain the following factors that can result in child abuse

4.1.2.1 Parents factors (5)

4 1 2.2 Child factor (5)

4.1 2.3. Crisis or stress factors (5)

[22]

11/2016

3 1 Discuss the education support structure and its relationship at national, district, school and classroom, levels. Use examples in your discussion (20)

11/2015; 10/2014; 11/2013; 11/2013b

3 2 Compare and contrast the roles of a special school as a resource center and that of a full-service school as an inclusive school (25)

11/2015

2 1 Explain how factors in the education system at the various levels (**national, provincial, district and school**) may cause barriers to learning. Please give five (5) facts under each heading (20)

5/2015; 5/2013;

You are a teacher and have a learner with a learning difficulty in your class. Discuss how you would address the challenges of the learning barriers experienced by this learner (20)

6/2014; 11/2013

3 3 Discuss with the aid of examples, how you would accommodate and support learners who experience low vision (20)

11/2013;

Explain, with the aid of examples, how barriers to learning located **outside** the learner may **manifest** in your phase (20)

5/2013

QUESTION 3

Read the following case study and answer the questions that follow.

Dwayne (5) lives with his parents and three siblings in a white informal settlement in Pretoria. Their corrugated iron house is small and humid. His early years are not ideal. Poverty and associated health, nutritional and social factors, coupled with a non-stimulating home environment prevent him from attaining his developmental potential. Dwayne's father works as a car guard at Spar, and his mother is a beggar at a traffic light in town. His parents come home late at night, tired, miserable and disappointed about the little money they earned during the day. He is still young, but he knows that his parents use most of the money to buy drugs. Many of the adults in the settlement where he lives abuse alcohol and then abuse children. In spite of the fact that their settlement is in a city area, they have no electricity. The nights are dark and long, and they have to struggle at night to wash themselves and to get the little clothes they have ready for the next day. Dwayne seldom gets a proper meal at home. They are very happy when they get expired food from Checkers. Sometimes the food is no longer good, but they still eat it – it is better than nothing! When there is no food left, he goes to bed hungry. He then struggles to sleep, and when he wakes up the following morning he has no strength for the day that lies ahead. The newly appointed councillor, Mr Snyman, is promising to supply RDP houses and services for this community.

Dwayne is privileged to go to a local pre-school where stationery is supplied. His mother takes him there every morning and she stops to greet the teacher and attends parents' meetings whenever she can. At pre-school, Dwayne gets breakfast and a piece of bread later during the day. There are many children in his class. His teacher is struggling to cope with the many learning and developmental needs of the children in her class. Most of the children come from Dwayne's community where unemployment is high. Many of the teachers are aware that some of the children have developmental needs and that some are being neglected or abused, but do not consider it their job to support these children. However, the new principal is passionate about inclusive education.

- 3.1 Identify various systems in operation in this case study. (3)
- 3.2 Identify positive and negative factors impacting on Dwayne's development and learning in each system. (18)
- 3.3 If you were appointed to lead this pre-school, what type of teacher development would you focus on? (4)
- [25]